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In 3 hr

Housekeeper's Chat

Wednesday, September 10, 1930.

NOT FOR PUBLICATION

Subject: "Starting the School Day Right." Suggestions from the Bureau of Home Economics, U. S. D. A. Also menu for children.

Bulletin available; Food for Young Children

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"Has anybody seen my cap?"

"I can't find my other rubber..."

"Who took my geography?"

"I haven't finished my home work, and teacher will mark me down."

"Johnny, come back and eat the rest of your breakfast. You must't bolt your food that way."

"Now, Mary, you know very well you can't wear that dress to school. It isn't suitable. Go up and put on a middy and skirt."

"Did you brush your teeth this morning, Jimmie?" I thought not. Nor wash behind your ears? I suppose I'll have to stand over you myself, and see it done right."

Are these phrases familiar to you on school mornings? They might constitute a "talkie" in almost any American home where there are several children to be started off to school. In a good many homes it's a mad scramble from eight to eight-thirty. Somebody has to see that each child is completely clothed, in clean, suitable clothing. Each one must be fed with a sustaining breakfast. Then he or she must be supplied with all the books and home work required by the school and provided with lunch, carfare, and all the knick-knacks teacher has asked them to bring from home.

I suppose every mother starts the school term, with a few good resolutions, about this early morning confusion, only to be mysteriously thwarted in achieving an orderly start a great many days of the year.

The secret is a little like the old formula for bringing up a child successfully: Begin with its grandparents, or at least, its parents. Before we scold too hard about Johnny's bolting his breakfast and Jimmie's failure to wash his neck, why not inquire of ourselves what preparations have been made for an orderly start on the day? What training have the children had to help them "play ball" in the home activities with a good team spirit?





The time to begin getting ready for the morning departure, of course, is overnight. But back of that, all the way back, - the time to start is when Johnnie and Mary and Jimmie are very little, just learning to dress themselves, and do other things for themselves. That's the opportunity to provide each one of them with a place of his or her very own, where all possessions must be put after play. Give them low hooks in a closet on which clothing is hung, when taken off at night. Establish a regular habit of laying out at night the garments that are to be worn the next day, at the same time putting into the closet or the laundry those that are not wanted.

Bed-time must be planned with a view to allowing ten minutes or so to these details. When the child is a bit older, there comes the eternal plea, "Can't I just finish this chapter?" The strong-minded mother must be very firm and insist that the start for bed-time be made at a regular time.

Another benefit of overnight preparation is the timely discovery of buttons off, rips, unmated stockings, shoes needing a shine, and so on. Under an ideal system, the children themselves will take most of the minor care of their garments. But in the interest of a regular bed-time, any necessary mending may be attended to by mother.

The matter of lessons is a cross most of us have borne at one time or another. How much time should lessons require? A parent-teacher talk sometimes helps here.

Another source of delay and confusion in the morning occurs when lunches must be put up. Of course, it isn't possible to make sandwiches or pack the lunch box overnight. But considerable time can be saved by checking over the supplies from which lunch is to be prepared, so that there need be no last minute scurry. See that the waxed paper, paper napkins, fresh bags, or lunch boxes are handy in one place, near a shelf, or counter, or table, convenient for speedy work in the morning.

Maybe your alarm clock should ring 15 minutes or half an hour sooner.

Do you have a coat closet for wraps, rubbers, caps, and so on, near one of the entry doors? Hooks that can be reached, hangers for sweaters and overcoats? If outer clothing is always put here as a matter of habit, it will be here when wanted. Then, either the child's room or the place where lessons are studied, provide ample storage space for books, stationery, pencils, and school supplies, and insist on their being kept there. If clothing is changed after school, have the school garments put in a certain place, ready for morning. Have a place for shoe-cleaning outfits.

How would you like a suggestion for breakfast on a school morning? Something easy to get ready quickly, yet nourishing and appetizing. Here are three menus:

The first part of the paper discusses the importance of the study and the objectives of the research. It also mentions the scope of the study and the limitations. The second part of the paper discusses the methodology used in the study. It includes a description of the data collection methods and the statistical analysis used. The third part of the paper discusses the results of the study. It includes a description of the findings and the conclusions drawn from the study. The fourth part of the paper discusses the implications of the study and the recommendations for future research.

The study found that there is a significant relationship between the variables studied. The results suggest that the factors studied have a positive impact on the outcome. The study also found that there are some limitations to the study and that further research is needed to confirm the findings.

The study has several strengths, including the use of a large sample size and the use of a rigorous methodology. However, there are also some limitations to the study, such as the lack of control over some of the variables and the potential for bias in the data collection process.

The study has several implications for practice and policy. The findings suggest that the factors studied should be taken into account when making decisions about the outcome. The study also suggests that there are some areas where further research is needed.

The study has several contributions to the literature. It provides new evidence on the relationship between the variables studied and the outcome. It also provides a detailed description of the methodology used in the study, which can be useful for other researchers. The study also identifies some areas where further research is needed.

The study has several limitations, including the lack of control over some of the variables and the potential for bias in the data collection process.

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1. Fresh Ripe Pear; Hot Cereal with Top Milk or Cream; Bacon; **Toast** Milk.
2. Sliced Fresh Peaches with Crisp Ready-to-serve Cereal and Top Milk or Cream; Scrambled Eggs; Corn Bread; Milk.
3. Stewed Fresh Plums; Creamed Hard-cooked Eggs with Chipped Beef; Graham Toast; Milk.

There are three breakfast menus - all suitable for starting the school day, or any other day, for that matter. Once more I'm going to run through them. (Repeat menus.)

Each of these breakfasts starts with fruit in season, either fresh or cooked. The first has hot-cooked cereal; the second a prepared cereal; the third no cereal at all, but a creamed egg dish. Every breakfast of course has milk, as the beverage, and each one has an appetizing breadstuff. These are breakfasts that will "stick to the ribs" until lunch time, and give the growing youngster the food elements he needs.

Tomorrow: Changing the Calendar.

1917

Dear Sir,  
I have the honor to acknowledge the receipt of your letter of the 14th inst. in relation to the matter of the purchase of the land for the proposed road. I am sorry that I cannot give you a more definite answer at this time, but the matter is being considered by the proper authorities.

I am, Sir, very respectfully,  
Your obedient servant,  
J. H. [Name]

I am, Sir, very respectfully,  
Your obedient servant,  
J. H. [Name]